

The Effectiveness of Clustering and Brainstorming Technique to Improve the Ability in Writing Narrative Text of 8th Grade Students of MTS Muhammadiyah 03 Kunduran Blora

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Abstract

The objectives of the study are: (1) To find out the writing ability in Narrative text of the students taught using Clustering Technique. (2) To find out the writing ability in Narrative text of the students taught using Brainstorming Technique. (3) To find out whether or not there is a significant difference in of the writing ability in Narrative Text between the students taught using Clustering Technique and those taught using Brainstorming technique. This final project used quantitative research. the population of this research was the tenth8 grade students of MTs Muhammadiyah 03 Kunduran . the writer took VII A as control class that consist of 23 Students, and one class was divided into 2 groups of clustering (12 students) and brainstorming (11 students) In this research using statistics for analyze data statistical formulas, specification SPSS 27.0.The research found that the means for The processed data in Table 4.17 reveals notable differences in post-test scores between clustering and brainstorming techniques. In the clustering technique, the lowest score is 70, with an average score of 83.33. On the other hand, the brainstorming technique yields a lowest score of 60 and an average score of 68.18. These findings indicate that the clustering technique has been more effective in improving students' narrative writing abilities compared to the brainstorming technique.

Keywords: Writing Skills; Narrative Text; Clustering and Brainstorming Technique.

Introduction

Writing is a productive language skill in English language teaching because it is one of the productive language skills. The student may understand and master the system of grammar rules, the control components of linguistic mastery of discourse, which involves having the ability to set up or arrange ideas in a cohesive and coherent form of speech, and mastery of strategy, which offers the ability to use verbal and nonverbal methods to bridge various gaps within the speaker/writer and the listener or reader. Many people find it simple to speak but challenging to put their thoughts on paper. Leo Masiello said, "Writing is difficult work, or one student argues, for me, writing is like running or exercise". Writing is a tough skill. Both of these activities require a lot of effort.

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Since English is a foreign language and a global language that is widely spoken by people in most of the world, it plays a significant role as one of the subjects taught in schools. English is also frequently used to write scientific papers, publications, and articles about technology and knowledge (Brock-Utne, 2016). As a result, English is taught as a foreign language in Indonesia from junior high schools to universities in order to promote science, knowledge, and technology. In addition to this, it is used to communicate with people from abroad. In developed countries, every educated child acquires the fundamentals of composing in his or her native language, but they work really hard to learn to communicate oneself effectively with rational, well-formed organization that achieves an intended objective.

Language is the most important tool used to communicate and interact between humans to convey information about a thought, idea, concept or feeling. Language itself is a communication tool in the form of sound that is produced from human speech and consists of words or groups of words.

The function of language is to establish relationships in everyday life. To understand yourself and others, a tool for expression, character building and intelligence. According to (Rohmah, 2005). English is employed as a method of communication since it was the first language used on an international level. It is the national language of 60 nations, including Indonesia. The most significant foreign language being studied in Indonesia is English. The goal of teaching foreign languages as one of the courses in schools is to help students develop their basic communication skills (listening, reading, writing, and speaking).

According to Indonesian educational policy, teachers are required to set up an effective teaching methodology that will draw students' attention in studying English, particularly in terms of their writing abilities (Hossain, 2015). A study was done on the use of the clustering strategy in teaching writing to students. One method for generating ideas, similar to the brainstorming method, is clustering (Armytasari, 2023). This method involves putting the thoughts about the subject in writing. According to Dewi (2020), while using the clustering technique, the ideas should be written down in concentric circles around the subject. Create thoughts, and then jot them down in smaller circles. It is possible to determine which idea can be employed by applying the clustering technique (Wati et al., 2023). Clusters with few circles or branches can be removed and use the clusters with lots of circles to strengthen writing ideas.

English as a foreign language change over time. Entering the era of globalization, we must prepare competent human resources in every English has to actively work on oral and written communication skills if it is to be used as a global language. English is the social language of the world, serving as both a tool for international communication and a need for certain linguistic skills in academic settings. According to Handayani, et al. (2020), The narrative text provides details about past events. At all educational levels, the narrative text is one of the texts that is frequently mentioned in English learning materials. Therefore, using a narrative text as a way to write English very well is a smart idea. These factors will encourage students to write and potentially enhance their writing skills, particularly in narrative texts. The writer believes that the students would love to learn writing narrative text because narrative itself is telling about something that is fun and to improve student's ability in mastering English needs time and lot of practice.

Therefore, the researcher is interested in conducting a research to find the implementation of Narrative text to improve ability clustering and brainstorming technique of 8th grade students of MTS Muhammadiyah Kunduran Blora.

Method

To find out the result of improving students writing ability using technique clustering and brainstorming of eight students' of MTs Muhammadiyah 03 Kunduran, the writer used a Quantitative Research. According to (Lodico et al., 2010), all quantitative research methodologies quantitatively describe outcomes. This research employed the use of pre-experimental research. All of MTs Muhammadiyah 03 Kunduran's eighth grade students make up the study's population. The sample is class A of eight grade students MTs Muhammadiyah 03 Kunduran, Blora. In this research, the instrument used to obtain data is a writing test. The researcher used pre-test and post-test.

Finding and Discussion

The findings of this study show that there is an improvement in students' writing abilities for the students taught using the clustering technique between before and after using the clustering technique. The researcher used (Brown, 2014) theory for analyzing the data.

Table 1 : Summary of Pre-Test and Post-Test Values Using the Clustering Technique Descriptive Statistics

	N	Minimum	Maximum	Means	std. Deviation
Pre-Test Clustering	12	40.00	70.00	54.17	7.93
Post-Test Clustering	12	70.00	95.00	83.33	7.49
Valid N (listwise)	12				

Writing skills for narrative texts improved significantly after employing the clustering technique to teach them. This demonstrates how teaching students how to compose narrative text using the clustering technique may enhance students' writing skills. and the results of this study support this research is conducted by Amalia (2018) who used the clustering technique to improve narrative text writing skills for class VIII students. Like the current research, Amaliah found that students were able to easily create narrative texts and were more engaged in the learning process when the teacher used the clustering technique.

The results of the present research support Giyang's (2019: 29) assertion that clustering has several benefits. The following are some benefits of using the clustering technique for students: 1) it is simple to use; 2) it can make it easier for students to identify keywords concerning to the topics addressed; 3) it may assist students come up with ideas; 4) it can make it easy for students to generate related words, phrases, and sentences in a paragraph; and

5) it can enable students develop their skills in order to write paragraphs which are topic-specific.

Moreover, for the ability in writing narrative text of the students taught using brainstorming technique. The results of this study indicate that there is an increase in students' writing skills between before and after being taught using the brainstorming technique where before being taught or (pre-test) they get an average score of 58.18 and into the (Failed) category, and after being taught (post-test) they get 68.18 which means in the (Poor) category.

Table 2 : Summary of Pre-Test and Post-Test Values Using The Brainstorming Technique Descriptive Statistics

	N	Minimum	Maximum	Means	std. Deviation
Pre-test	1	40.00	70.00	58.18	8.74
Brainstorming	1				
Post-Test	1	60.00	80.00	68.18	6.81
Brainstorming	1				
Valid N (listwise)	1				
	1				

The results of this study indicate that there is an increase in students' writing skills between before and after using the brainstorming technique, even though the results of the improvement are different or not as good as the clustering technique, the results of this brainstorming learning can help make it easier for students to write narrative text, this also supports the statement that According to Shehata, et al (2003), this is a group discussion process in which group members are encouraged, under the supervision of a leader, to produce as many innovative ideas and suggestions as possible in a relatively short time.

Based on these findings, it can be concluded that the clustering technique is more effective in improving students' abilities in writing narrative texts compared to the brainstorming technique. The clustering technique resulted in higher average scores and a greater number of students achieving completeness. The considerable difference between the two techniques was verified by the paired sample t-test, further demonstrating the superiority of the clustering technique.

Table 3 : Summary of Significant Differences in Clustering Technique and Brainstorming Technique Descriptive Statistics

	N	Minimum	Maximum	Means	std. Deviation
		m	m		

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Post-Test Clustering	1	70.00	95.00	83.33	7.49
	2				
Post-Test	1	60.00	80.00	68.18	6.81
Brainstorming	1				
Valid N (listwise)	1				
	1				

The processed data in Table 3 reveals notable differences in post-test scores between clustering and brainstorming techniques. In the clustering technique, the lowest score is 70, with an average score of 83.33. On the other hand, the brainstorming technique yields a lowest score of 60 and an average score of 68.18. These findings indicate that the clustering technique has been more effective in improving students' narrative writing abilities compared to the brainstorming technique.

Another in line study is conducted by Utami, et al (2017), who used the clustering technique to examine the effectiveness of recount text writing. Utami discovered that after teaching students the clustering technique, their writing skills significantly improved. This finding aligns with the current research's findings, which show that the clustering technique resulted in higher average scores and a greater number of students achieving completeness.

The average value using the clustering technique reaches a very good level while the average value using the brainstorming technique only reaches a poor level. In summary, the current research on the effectiveness of the clustering technique and brainstorming technique in improving students' narrative writing abilities aligns with previous studies that have examined similar approaches. The findings of these studies emphasize the positive impact of both techniques on students' writing skills, but the clustering technique has shown superiority in terms of higher average scores and a greater number of students achieving completeness.

Conclusion

In conclusion, this research found that the ability in Narrative Text of the students taught using the Clustering technique showed significant improvement. The pre-test scores were below the minimum completion criteria, but the post-test scores exceeded the minimum mastery criteria, indicating a substantial enhancement in students' narrative writing abilities, and the ability in Narrative Text of the students taught using the Brainstorming technique showed improvement, but it did not reach the minimum completion criteria. Although there was an increase in post-test scores, the average score was still below the minimum mastery criteria, indicating that the students' abilities were not fully developed.

Based on the conclusion above, the writer strongly recommends that the students should actively engage in the clustering process and apply it in their writing practice to enhance their ability to organize and structure narrative texts effectively. As for teachers, should provide guidance and support to students in understanding and implementing the clustering technique

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in their writing process. For the researcher can further investigate the effectiveness of different writing techniques and explore additional factors that may contribute to improving students' narrative writing abilities. Comparisons between different techniques and the identification of specific areas of improvement can provide valuable insights for instructional practices and curriculum development in language education.

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